Universal Design for Learning (UDL)

— Planning Lessons for the Inclusive Classroom —

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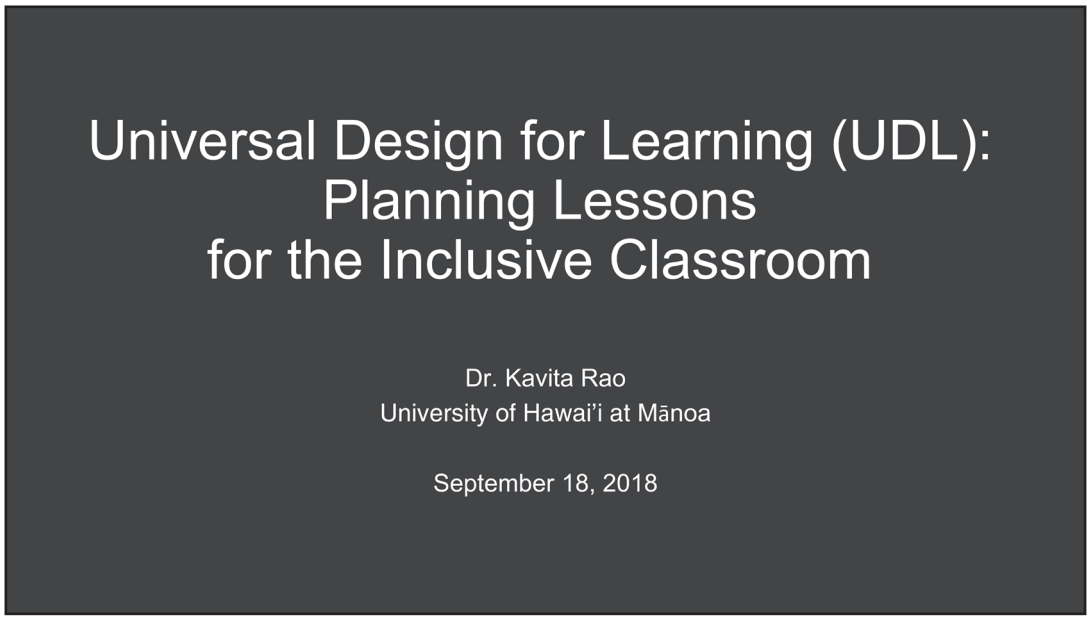
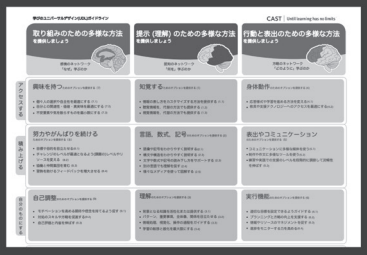
Abstract

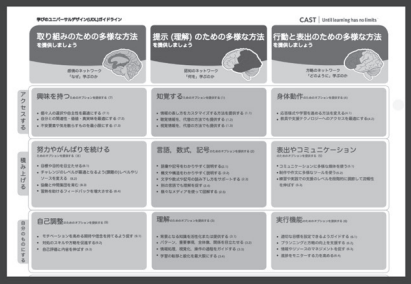
Teachers must be prepared to address learner variability in the classroom and engage students who have a range of abilities, interests, preferences and experiences. As part of a core curriculum for teacher education, it is essential for future teachers to learn ways to address the needs of a range of learners in their classrooms. The Universal Design for Learning (UDL) framework focuses on the provision of supports and scaffolds that can make curriculum more accessible for all learners. Using Universal Design for Learning (UDL), teachers can proactively design inclusive lessons that integrate varied supports, while maintaining high expectations for students with and without disabilities. This session will describe how instruction on UDL and the UDL Design Cycle can be embedded within a teacher education curriculum, giving pre-service teachers a foundation for inclusive lesson planning that they can apply as they develop their teaching skills.



How can you design lessons that include all learners?



With UDL:



reduce barriers to learning

support learner variability

Learner variability

All students have different:

Preferences

Abilities

Motivation

Needs

Experiences

Background

Designing for difference

We can see some differences and design for them

(for example, foot size)

We can also design for differences we cannot see

(for example, different ways of learning)

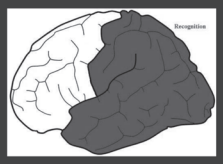
The barrier is not in the student, the barriers are in the curriculum.

-Dr. David Rose,
Co-founder of CAST

Three learning networks

Engagement

WHY
Motivation



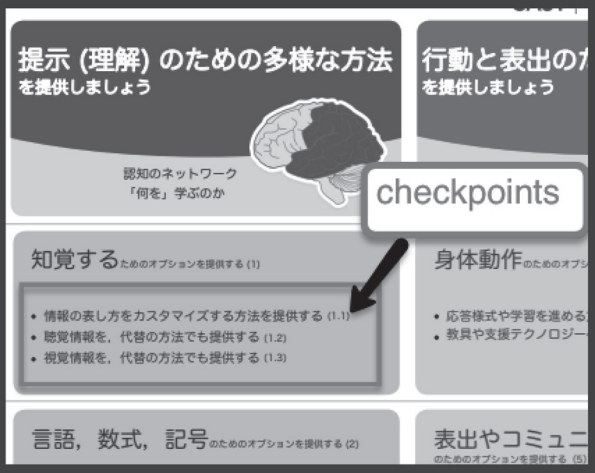
Representation

WHAT
Understanding

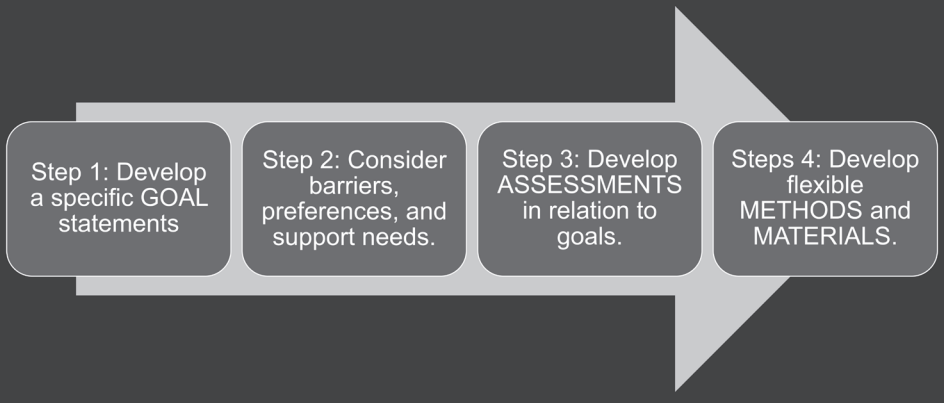
Expression and Action

HOW
Processing and expressing

UDL Principles, Guidelines and Checkpoints



UDL Design Cycle



Step 1: Develop goal statements

Question:	Example:
What are the goals for this lesson?	Students will: 1. Practice solving linear equations 2. Use the vocabulary of math in context

Step 2: Consider barriers, needs, and preferences

Question:	Example:
What are the barriers? **What are my students' needs and preferences?**	Specific: Challenges w/ concepts and vocabulary Difficulty with step by step process General: Anxiety with math Boredom, disengagement Preferences Social vs. independent Write vs. talk

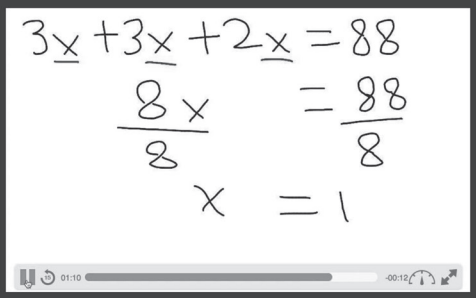
Step 3: Assessments

Question:	Example:
How can I assess students' progress towards the goals? 	Formative Assessment • Process of developing projects in collaboration with others – teacher observed this and gave feedback as students practiced Summative assessment: • Multimedia project - student explanation of the equation (using Educreations)

Step 4: Methods and Materials

Question:	Examples:
What methods and materials will add flexibility and support? 	<u>Methods:</u> • Teacher created models/examples • Teacher provided clear expectations for end result • Students had opportunities to practice and master the skills before recording • Students could make choices (to work alone or with partner) <u>Materials:</u> • Multimodal tool (Educreations) allowed students to write and talk • Checklist of expectations

Student project



UDL Checkpoints and Lesson Components

Lesson Component	Connections with UDL	UDL Checkpoints
Goals	Practice solving linear equations Use the vocabulary of math in context	
Assessment	Formative: Process of developing projects in collaboration with others Summative: Multimedia project - student explanation of the equation	4.1, 5.2, 5.3, 6.1, 6.2, 8.3
Methods	• Modeling of expectations • Clear expectations/self-regulation • Opportunities to practice • Mastery-oriented feedback • Various ways to express (write and talk) • Choice to work in different formats (partners/individual)	2.1, 2.3, 3.1, 5.3, 6.2, 7.1, 8.1,
Materials	• Multimodal tool (Educreations) • Checklist	4.1, 5.1 9.1

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